



Visual and Performing Arts College and Career Pathways

Program of Studies
2015-2016



Visual and Performing Arts POS 2015-2016

The Visual and Performing Arts College and Career Pathways work was written by a committee of arts education professionals representing the four disciplines of dance, music, theatre and visual art. The committee included secondary teachers, district leaders, post-secondary educators, arts industry professionals and arts practitioners and Kentucky Department of Education representatives.

The Visual and Performing Arts Committee

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Why a career in the arts?

The arts are a powerful form of communication and reflect the thoughts and beliefs of those who produce them. There is no better way to enhance creative thinking than to engage in art making, and the transfer of those creative skills developed through the arts that carry into every phase of life.

According to the Kentucky Arts Council (KAC) in their 2014 study *Kentucky Creative Industry Report* (<http://artscouncil.ky.gov/>), in 2013 the United States Bureau of Economic Analysis and the National Endowment for the Arts estimated that 3.2% or \$504 billion of the Gross Domestic Product (GDP) was attributable to arts and culture.

The report further states,

The creative industry thrives in Kentucky, playing an important role in building and sustaining the economic vibrancy of communities in which it can be found. The industry creates jobs for Kentuckians who spend money locally, pay taxes, and contribute to the quality of life where they live.

The respective roles of, first, K-12 education in introducing young people to the arts as well as to design and media and, second, of post-secondary education in developing their skill sets in targeted creative fields, are undoubtedly important to Kentucky's need to provide a skilled, creative workforce.

Findings from the report also inform students about job prospects and average earnings in arts jobs in Kentucky.

Total Employment 2013	Job Growth % change 2004-2013	Average Earnings per job 2013	Total Payroll
Performing Arts (music, theatre and dance)			
8,923	+43.2% (US, +33.2%)	\$13,177	\$177,643,741
Visual Arts (including traditional craft)			
6,528	+4.7% (US, +1.4%)	\$17,944	\$117,139,573
Design (environmental, product and communications design)			
19,131	-7.3% (US, -5.7%)	\$38,669	\$739,776,639
Media Arts (literary arts, newspaper and periodical publishing, TV and radio broadcasting and film, video, video games, apps and sound production)			
25,916	-11.2% (US, -5.7%)	\$28,393	\$735,834,034

According to Americans for the Arts (<http://www.americansforthearts.org/>),

Nationally, the industry generated \$135.2 billion of economic activity—\$61.1 billion by the nation's nonprofit arts and culture organizations in addition to \$74.1 billion in event-related expenditures by their audiences. This economic activity supports 4.13 million full-time jobs and generates \$86.68 billion in resident household income.

Information from the *Occupational Outlook Handbook* (<http://www.bls.gov/ooh/>) shows that:

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- arts and designs occupations median pay ranges from \$23,800 to \$80,890 per year with a job growth of -8% - 13% from 2012-2022;
- entertainment occupations range in median pay up to \$71,300 with a 10-year job growth of 3% - 13%;
- media and communications occupations median yearly income ranges \$28,500 to \$46,300 with an expected job growth of 3%, and
- arts education occupations median income ranges \$44,400 to \$69,000 with a job growth of 6% - 12%.

There are also arts-related jobs in Media and Public Affairs in the branches of the military. Military pay is based on rank and time in service.

Purpose of the Visual and Performing Arts College and Careers Education

The Visual and Performing Arts College and Careers Education is designed to prepare creative individuals to join the workforce in the arts, but also in fields outside of the arts.

In-depth study of the arts provides an opportunity for students to:

- learn skills that they can use in the various careers in the arts;
- engage in creative processes and learn to solve problems in creative ways;
- apply critical thinking skills to find solutions to complex problems;
- learn collaboration skills in the application of artistic processes; and
- learn to communicate using the arts as tools for communicating ideas in a universal format, and
- connect to history and culture.

Becoming College-Ready, Career Ready, College & Career Ready

A Career Pathway will:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

A career pathway may also include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

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A student must meet several requirements to become college-ready, career-ready or college and career ready.

College-Ready	Career-Ready		College & Career Ready	
A student must meet benchmarks on one of the following:	A student must meet benchmarks on one from EACH of the following columns:		A student must meet benchmarks on one from EACH of the following columns:	
ACT COMPASS KYOTE	Career Ready Academic	Career Ready Technical	Career Ready Academic	Career Ready Technical
	ASVAB WorkKeys	Capstone Portfolio	ACT COMPASS KYOTE	Capstone Portfolio

NOTE: There is currently no Kentucky Occupational Skill Standards Assessment (KOSSA) for the arts pathways. The Capstone Portfolio takes the place of a KOSSA or industry certificate associated with Career and Technical Education pathways.

Terms

- **Career-Ready:** A career-ready student is preparatory (has completed two credits and is enrolled in a third credit) for the Visual and Performing Arts career pathway (state-approved sequence of progressive, non-duplicative courses that result in earning four credits), has received a passing score on the Capstone Portfolio assessment for the arts discipline, and has met the benchmark on ACT WorkKeys with a minimum score of 75 for each part (Applied Mathematics, Locating Information and Reading for Information) which is equivalent to a Silver Certificate or above or a minimum score of 50 on the ASVAB.
- **College-Ready:** A college-ready student meets the benchmarks on the ACT (18 for English, 20 for Reading and 19 for Mathematics) or passed either COMPASS (74 for English, 85 for Reading and 36 for Mathematics) or KYOTE (6 for Writing, 20 for Reading, 22 for College Ready Math and 14 for College Algebra) college placement tests. Students who fail one or more measures on the ACT but pass the corresponding measure on one of the placement tests are considered college-ready.
- **College and Career Ready:** A college and career ready student is preparatory for a career pathway, has received a passing score on the Capstone Portfolio assessment related to his or her arts pathway and has qualified to be college-ready based on the above definition.
- **Completer:** a secondary student who is leaving secondary education and has completed four (4) or more credits in the pathway. 'Completer' Arts Pathways students do not count in Perkins Accountability.
- **Preparatory:** any student who is enrolled in a preparatory program who has *successfully completed two credits and has enrolled in the third credit* within an approved career pathway. 'Preparatory' Arts Pathways students do not count in Perkins Accountability.

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Arts Career Pathways

Schools should begin to counsel students to consider a college and career pathway in the arts during their 8th and 9th grade years; and students should declare an intention to follow an arts pathway in their Individual Learning Plan (ILP) at this time.

Each pathway has a core of four standards-based courses and a list of suggested electives that would complement the core courses. Each pathway will culminate with a capstone assessment. The school may also wish to further complement the core courses with Beyond the Pathway course offerings, work-based learning and the opportunity for students to participate in student arts organizations. Beyond the Pathway course offering suggestions are listed at the end of each arts pathway discipline. These courses do not replace the sequential core courses.

Often, arts teachers will have multiple levels of students in the same class, for example in a band. The teacher will need to keep documented evidence of how differentiation is provided for students pursuing a career pathway to show how they are teaching the content/process for the successive levels.

Students will need to begin to build a comprehensive portfolio to show their progress through the pathway and which will be used as material for their capstone assessment. This portfolio may include:

- the student's products and/or performances;
- letter(s) of recommendation from educators and professionals familiar with the student;
- an assurance from the school stating that all works and performances within the portfolio are the student's original artwork or a performance by the student;
- reflective writings about their work and the works of others;
- honors in competitions such as KMEA, KyAEA, KTA, Scholastics, etc.;
- academic awards;
- participation in the Governor's School for the Arts, Governor's Scholars, arts camps, etc.;
- participation in productions and exhibitions in and out of school, and
- participation in private lessons.

Standards Based Curriculum

Each pathway incorporates content aligned with the *Kentucky Academic Standards* (KAS), <http://education.ky.gov/curriculum/docs/Documents/KCAS%20-%20June%202013.pdf>, for the arts and the *National Core Arts Standards* (NCAS), <http://nationalartsstandards.org/>.

Work Based Learning

Cooperative experience, internships, shadowing and mentoring opportunities provide depth and breadth of learning in the instructional program and allow students to directly apply concepts learned in the classroom.

The *Work Based Learning Manual*, <http://education.ky.gov/CTE/Documents/WorkBasedLearningManual.pdf>, is available on the KDE website.

Student Organizations

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Schools may wish to complement their visual and performing arts college and career pathways by providing students with a student chapter of a professional organization. These student chapters may include:

- International Thespian Society (<http://www.schooltheatre.org/ITS>);
- National Art Honor Society (<http://www.arteducators.org/community/nahs>);
- Student Dance Education Organization (<http://www.ndeo.org>), and
- Tri-M Music Honor Society (<http://musiced.nafme.org/tri-m-music-honor-society/>).

Student levels common throughout the Content/Process

Students working at the *Proficient* level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned arts problems at a level of achievement attainable by most students who complete a high-school level course in the arts (or equivalent) beyond the foundation of quality PreK-8 instruction.

Students at the *Accomplished* level are -- with minimal assistance -- able to identify or solve arts problems at a level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the *Proficient* level.

Students at the *Advanced* level independently identify and solve challenging arts problems at a level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for *Accomplished* achievement.

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Visual and Performing Arts College and Careers Education

Course Title	Valid Course Code	Recommended Grade Level				Recommended Credit
		9	10	11	12	
DANCE						
Dance Pathway- Technique I	500350	X	X			1
Dance Pathway- Technique II	500351		X	X		1
Dance Pathway- Technique III	500352			X	X	1
Dance Pathway- Technique IV	500353				X	1
MUSIC, INSTRUMENTAL AND VOCAL ENSEMBLE						
Music- Instrumental Pathway I	500950	X	X			1
Music- Instrumental Pathway II	500951		X	X		1
Music- Instrumental Pathway III	500952			X	X	1
Music- Instrumental Pathway IV	500953				X	1
Music- Vocal Pathway I	500960	X	X			1
Music- Vocal Pathway II	500961		X	X		1
Music- Vocal Pathway III	500962			X	X	1
Music- Vocal Pathway IV	500963				X	1
THEATRE, PEFORMANCE AND TECHNICAL						
Introduction to Theatre	500511	X	X			1
Theatre Pathway, Performance II	500550		X	X		1
Theatre Pathway, Performance III	500551			X	X	1
Theatre Pathway, Performance IV	500552				X	1
Introduction to Theatre	500511	X	X			1
Theatre Pathway, Technical II	500560		X	X		1
Theatre Pathway, Technical III	500561			X	X	1
Theatre Pathway, Technical IV	500562				X	1
VISUAL ART						
Visual Art- Pathway I	500750	X	X			1
Visual Art- Pathway II	500751		X	X		1
Visual Art- Pathway III	500752			X	X	1
Visual Art- Pathway IV Or AP Drawing Portfolio AP 2-D Design Portfolio AP 3-D Design Portfolio	500753 500716 500722 500723				X	1

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Career Pathway	Core Courses	Course Codes
Dance CIP Code 50.0301.00	Dance Pathway- Technique I Dance Pathway- Technique II Dance Pathway- Technique III Dance Pathway- Technique IV	500350 500351 500352 500353
Music, Instrumental Ensemble CIP Code 50.0903.00	Music- Instrumental Pathway I Music- Instrumental Pathway II Music- Instrumental Pathway III Music- Instrumental Pathway IV	500950 500951 500952 500953
Music, Vocal Ensemble CIP Code 50.0908.00	Music- Vocal Pathway I Music- Vocal Pathway II Music- Vocal Pathway III Music- Vocal Pathway IV	500960 500961 500962 500963
Theatre (Performance) CIP Code 50.0506.00	Introduction to Theatre Theatre Pathway- Performance II Theatre Pathway- Performance III Theatre Pathway- Performance IV	500511 500550 500551 500552
Theatre (Technical) CIP Code 36.0117.00	Introduction to Theatre Theatre Pathway- Technical II Theatre Pathway- Technical III Theatre Pathway- Technical IV	500511 500560 500561 500562
Visual Art CIP Code 50.0702.00	Visual Art- Pathway I Visual Art- Pathway II Visual Art- Pathway III Visual Art- Pathway IV <i>or</i> AP Studio Art Drawing AP Studio Art 2-D Design AP Studio Art 3-D Design	500750 500751 500752 500753 500716 500722 500723

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Dance Pathway- Technique I Valid Course Code 500350

Course Description:

The Dance Pathway Technique I course provides students with training in a specific form of dance (i.e. modern, jazz, ballet, contemporary, tap, etc.) allowing students to concentrate on developing proficient techniques and style that define each particular dance form. The class is introductory in nature but includes creative movement, choreography and dance appreciation.

Content/Process**Students will:**

1. Create and reflect on original dance that uses improvisation and a variety of movement sources.
2. Create a dance based on a selected choreographic form that conveys an artistic statement.
3. Revise the original dance in relationship to the choreographic form, aesthetic and intent based on feedback and self-reflection.
4. Use functional alignment, coordination, balance, core support, clarity movement, weight shifts, flexibility and or range of motion when learning and performing. Using dance terminology, reflect on how movements look and how they feel when performing.
5. Perform components of space/time/force to convey meaning and artistic intent while using them selectively in improvisation and choreography.
6. Experiment with a variety of performance strategies and justify reasons why dancers must develop projection or performance presence to convey ideas to an audience.
7. Discuss the meaning of dances observed in live performances or media technologies and analyze how the elements of movement and technique create meaning and communicate intent.
8. Evaluate a choreographer's work, the selection of movement, the accompaniment used and the costumes selected using established criteria verbally or in written critique form.
9. Analyze and discuss dances from selected genres or styles and historical time periods, verbally or in writing, while evaluating cultural attitudes using historical and modern perspectives.
10. Develop performance presence and project the artistic intent of the dance to an audience.

Connections

- 21st Century Skills, Kentucky Academic Standards for Dance, National Core Arts Dance Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Dance Therapist
 - Arts-Dance Administrator
 - Choreographer/Dance Instructor
 - Circus Performer
 - Dancer

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Dance Pathway- Technique II Valid Course Code 500351

Course Description:

The Dance Pathway Technique II course provides students with in-depth training in a specific form of dance (i.e. modern, jazz, ballet, contemporary, tap, etc.) allowing students to concentrate on improving techniques and style that define each particular dance form. This course concentrates on improving technique including creative movement, choreography and dance appreciation. An emphasis will be placed on developing a students' ability to move expressively.

Content/Process

Students will:

1. Create, experiment and reflect on an original dance using elements with personal movement preferences that challenge skills while selecting new movements.
2. Create an original dance that experiments with the elements of movement to communicate a personal or social artistic statement.
3. Revise the dance work to clarify structure, aesthetic and artistic intent of the dance based on feedback and self-reflection.
4. Use knowledge of anatomical form and function, discuss personal practices for warming up, dance practice and performance applying knowledge of nutrition, health and safety concerns for dancers.
5. Analyze how design and spatial relationships, rhythms and phrasing communicate an artistic intent using them appropriately in improvisation and choreography.
6. Demonstrate consistent commitment, self-discipline, cooperation and self-motivation in classes, rehearsals and performance. Document the rehearsal and performance processes using dance terminology.
7. Discuss and analyze recurring patterns, movement relationships, dance genres observed in live performances or media technologies that create structure and meaning in dances.
8. Analyze and interpret a choreographer's work, the use of movement principles and techniques used to determine the intent of the choreography orally or in written critique form.
9. Evaluate a chosen genre or styles and historical time periods using dance vocabulary in writing, oral or kinesthetic feedback.
10. Experience performing a dance that expresses a cross-curricular idea or concept. Articulate how the dance communicates new perspectives verbally or in writing.

Connections

- 21st Century Skills, Kentucky Academic Standards for Dance, National Core Arts Dance Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Dance Therapist
 - Arts-Dance Administrator
 - Choreographer/Dance Instructor
 - Circus Performer
 - Dancer

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Dance Pathway- Technique III Valid Course Code 500352

Course Description:

The Dance Technique III course provides experiences in one or more dance forms (e.g., modern, ballet, jazz, tap, cultural and ethnic forms). This course concentrates on refining technique at an accomplished level, including creative movement, choreography and dance appreciation. An emphasis will be placed on expanding knowledge of dance as an art form and developing a student's ability to evaluate dance performances.

Content/Process

Students will:

1. Create and experiment with a variety of sources for original movement ideas and apply them to choreographic studies and dances. Reflect on the creative process and identify strategies for improvement.
2. Choose choreographic structures and devices to create a dance. Compare personal choices to those made by well-known choreographers.
3. Revise a dance through cooperative feedback and self-reflection. Articulate and justify choices made in the revision process.
4. Internalize knowledge of anatomical form and function, discuss personal practices for warming up, dance practice and performance. Document the modifications, the effects experienced and personal decision making process.
5. Recognize and differentiate how space, time and force communicate an artistic intent using the elements appropriately in improvisation and choreography.
6. Demonstrate professionalism, promptness and self-motivation in classes, rehearsals and performances. Document the rehearsal and performance processes to develop a portfolio using dance and stage terminology.
7. Discuss and analyze how dance elements in a variety of genres, styles and cultural forms create structure and meaning observed in live performances or media technologies.
8. Identify, select and evaluate common elements among a variety of genres, styles and cultural forms using established criteria in a written critique.
9. Develop a strategy to record a dance using writing, symbols or media technologies.
10. Compare choreographic development to that of other creative, scientific or academic research processes and develop movements experimenting with using ideas and concepts from other disciplines.

Connections

- 21st Century Skills, Kentucky Academic Standards for Dance, National Core Arts Dance Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Dance Therapist
 - Arts-Dance Administrator
 - Choreographer/Dance Instructor
 - Circus Performer
 - Dancer

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Dance Pathway- Technique IV Valid Course Code 500311

Course Description:

The Pathway Dance Technique IV course provides experiences in one or more dance forms (e.g., modern, ballet, jazz, tap, cultural and ethnic forms). This course concentrates on refining technique at an advanced level, including creative movement, choreography and dance appreciation. An emphasis will be placed on teaching students how to arrange and direct dancers' movements. Course content includes application of the elements and principles of dance, study of historical and contemporary dance from a worldwide perspective and instruction in critique.

Content/Process

Students will:

1. Create, experiment and initiate movement invention and expand personal movement preferences and strengths to develop a personal voice that communicates the artistic intent of an original dance.
2. Demonstrate fluency in using a variety of strategies for designing and choreographing dance that use original movement or movements influenced by dance genres while working individually and/or collaboratively in the creative process.
3. Refine dance works using feedback from peers, teachers and/or experts in the field. Find one's individual voice while acknowledging personal/cultural biases. Articulate, justify and document choices made in the revision process.
4. Demonstrate ease, efficiency, clarity of movement and command of technical skills in complex choreography. Apply research of body-mind principles, evaluate own efficacy for personal performance and discuss, analyze and implement use in performance.
5. Express through movement qualities and dynamic transitions, how the space, time and force components can be used to convey differences in artistic intent.
6. Develop a professional portfolio that demonstrates professionalism, commitment and self-motivation through rehearsals and performances while dancing varied roles in diverse settings.
7. Explain verbally or in writing how dance communicates aesthetic and cultural values in a variety of genres, styles or cultural dance practices that are observed in live performances or other media technologies.
8. Analyze and compare through written critiques how genres, styles or cultural practices of dance express personal artistic choices, aesthetic characteristics, societal values and individual beliefs.
9. Create and work collaboratively to produce a dance concert that conveys the artistic intent of all the choreographers.
10. Create a dance applying a variety of content knowledge and learning strategies about a cross-curricular topic that expresses deep perspectives and realizations. Teach a section of the dance and reflect, in writing, on its ability to communicate shared values, beliefs and identity.

Connections

- 21st Century Skills, Kentucky Academic Standards for Dance, National Core Arts Dance Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Dance Therapist
 - Arts-Dance Administrator
 - Choreographer/Dance Instructor
 - Circus Performer
 - Dancer

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Beyond the Pathway

Schools may wish to offer students coursework to complement the required core courses. These courses do not count as credit towards the completion of the pathway; rather they provide opportunities to help the student build and refine their craft, skills and knowledge of their chosen artistic discipline.

- 500310 Dance- Choreography
- 500312 Dance- Dance Repertory
- 500314 Dance History and Appreciation
- 500315 Dance Independent Study
- 500317 Dance Workplace Experience/Internship

DRAFT

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Music- Instrumental Pathway I Valid Course Code 500950

Course Description:

Students develop techniques for playing brass, woodwind, string, keyboard, percussion and/or emerging technology instruments as a means to studying and performing a variety of instrumental literature styles while also cultivating students' technique on instruments appropriate to the style(s) performed. Students learn appropriate care, handling and maintenance of musical instruments. Critical analysis and problem solving, collaboration and musical skills and understandings are developed through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Instrumental Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Band, Symphonic Band, Full and String Orchestras, Advanced Band, Wind Ensemble, Guitar Ensemble, Piano Ensemble, etc. Music-Instrumental Pathway courses may include marching activities for a portion of the year.

Content/Process

Students will:

1. Demonstrate intermediate music reading skills.
2. Interpret and demonstrate the meanings of basic music symbols through performance.
3. Demonstrate intermediate performance technique (tone, intonation, articulation, rhythm).
4. Demonstrate understanding of their own individual role within the ensemble (e.g., blend and balance).
5. Select and prepare solo literature for performance with assistance.
6. Write music notation effectively.
7. Compose basic melodies using music notation and/or improvisation.
8. Perform with an intermediate level of musical expression.
9. Demonstrate/present historical and cultural contexts in own musical performances with assistance.
10. Use teacher provided criteria to analyze and evaluate musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Musical Instrument Builder and Repairer
 - Vocal Musician

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Music- Instrumental Pathway II Valid Course Code 500951

Course Description:

Students refine techniques for playing brass, woodwind, string, keyboard, percussion and/or emerging technology instruments as a means to studying and performing a variety of instrumental literature styles while also cultivating students' technique on instruments appropriate to the style(s) performed. Students practice appropriate care, handling and maintenance of musical instruments. Critical analysis and problem solving, collaboration and musical skills and understandings are refined through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Instrumental Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Band, Symphonic Band, Full and String Orchestras, Advanced Band, Wind Ensemble, Guitar Ensemble, Piano Ensemble, etc. Music-Instrumental Pathway courses may include marching activities for a portion of the year.

Content/Process

Students will:

1. Demonstrate proficient level music reading skills.
2. Interpret and demonstrate the meanings of standard music symbols through performance.
3. Demonstrate proficient level performance technique (tone, intonation, articulation, rhythm).
4. Demonstrate understanding of their individual role and the roles of others within the ensemble (e.g., blend and balance).
5. Select and prepare solo literature for performance with minimal assistance.
6. Write music notation at a proficient level.
7. Compose expressive melodies using music notation and/or improvisation.
8. Perform with a proficient level of musical expression.
9. Demonstrate/present historical and cultural contexts in their own musical performances with minimal assistance.
10. Collaborate in the development and use of criteria to analyze and evaluate musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Musical Instrument Builder and Repairer
 - Vocal Musician

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Music- Instrumental Pathway III Valid Course Code 500952

Course Description:

Students refine and develop personal techniques for playing brass, woodwind, string, keyboard, percussion and/or emerging technology instruments as a means to studying and performing a variety of instrumental literature styles while also cultivating students' technique on instruments appropriate to the style(s) performed. Students practice appropriate care, handling and maintenance of musical instruments. Critical analysis and problem solving, collaboration and musical skills and understandings are refined through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Instrumental Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Band, Symphonic Band, Full and String Orchestras, Advanced Band, Wind Ensemble, Guitar Ensemble, Piano Ensemble, etc. Music- Instrumental Pathway courses may include marching activities for a portion of the year.

Content/Process

Students will:

1. Demonstrate an accomplished level music reading skills.
2. Interpret and demonstrate the meanings of standard music symbols through performance.
3. Demonstrate an accomplished level performance technique (tone, intonation, articulation, rhythm).
4. Demonstrate understanding of their own individual role within the ensemble (e.g., blend and balance).
5. Select and prepare solo literature for performance with minimal assistance.
6. Write music notation at an accomplished level.
7. Compose expressive melodies and harmonic progressions using music notation and/or improvisation.
8. Perform with an accomplished level of musical expression.
9. Demonstrate/present historical and cultural contexts in their own musical performances with minimal assistance.
10. Use personally developed criteria to analyze and evaluate musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Musical Instrument Builder and Repairer
 - Vocal Musician

Visual and Performing Arts POS 2015-2016

Music- Instrumental Pathway IV Valid Course Code 500953

Course Description:

Students refine and personalize techniques for playing brass, woodwind, string, keyboard, percussion and/or emerging technology instruments as a means to studying and performing a variety of instrumental literature styles while also cultivating students' technique on instruments appropriate to the style(s) performed. Students practice appropriate care, handling and maintenance of musical instruments. Critical analysis and problem solving, collaboration and musical skills and understandings are refined through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Instrumental Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Band, Symphonic Band, Full and String Orchestras, Advanced Band, Wind Ensemble, Guitar Ensemble, Piano Ensemble, etc. Music- Instrumental Pathway courses may include marching activities for a portion of the year.

Content/Process

Students will:

1. Demonstrate an advanced level of music reading skills.
2. Interpret and demonstrate the meanings of standard music symbols through performance.
3. Demonstrate an advanced level of performance technique (tone, intonation, articulation, rhythm).
4. Demonstrate understanding of own individual role within the ensemble and be able to diagnose, offer corrective choices for others (e.g., blend and balance).
5. Select and prepare solo literature for performance.
6. Write in music notation at an accomplished/advanced level (digital or by hand).
7. Compose expressive melodies and harmonic progressions within appropriate music forms using music notation and/or improvisation.
8. Perform with an advanced level of musical expression.
9. Demonstrate/present historical and cultural contexts in own musical performances without assistance.
10. Use personally developed criteria to analyze and evaluate own and others' musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Musical Instrument Builder and Repairer
 - Vocal Musician

Visual and Performing Arts POS 2015-2016

Beyond the Pathway

Schools may wish to offer students coursework to complement the required core courses. These courses do not count as credit towards the completion of the pathway; rather they provide opportunities to help the student build and refine their craft, skills and knowledge of their chosen artistic discipline.

- 500912 Music- Music History/Appreciation
- 500920 Music- Contemporary/Jazz Instrumental Ensemble
- 500922 Music- Piano/Keyboard
- 500923 Music- Guitar
- 500924 Music- Individual Technique, Instrumental Music
- 500928 Music Theory
- 500929 AP Music Theory
- 500931 Music- Composition/Songwriting
- 500935 Music- Music Independent Study
- 500940 Music Workplace Experience/Internship

DRAFT

Visual and Performing Arts POS 2015-2016

Music- Vocal Pathway I Valid Course Code 500960

Course Description:

Students develop vocal technique in the context of a large and/or small choral ensemble or solo as a means to study and perform a variety of vocal ensemble styles. Vocalists may perform with an instrumental ensemble. Critical analysis and problem solving, collaboration and musical skills and understandings are developed through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Vocal Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Choir, Advanced Choir, Mens'/Womens' Choirs, Chamber Choir, Show Choir, etc.

Content/Process

Students will:

1. Demonstrate intermediate music reading skills.
2. Interpret and demonstrate the meanings of basic music symbols through performance.
3. Demonstrate intermediate performance technique (rhythm, diction, tonal concept, etc.).
4. Demonstrate understanding of own individual role within the ensemble (e.g., blend and balance).
5. Select and prepare solo literature for performance with assistance.
6. Write music notation effectively.
7. Compose basic melodies using music notation and/or improvisation.
8. Perform with an intermediate level of musical expression.
9. Demonstrate/present historical and cultural contexts in own musical performances with assistance.
10. Use teacher provided criteria to analyze and evaluate musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Vocal Musician

Visual and Performing Arts POS 2015-2016

Music- Vocal Pathway II Valid Course Code 500961

Course Description:

Students refine vocal skills in the context of a large and/or small choral ensemble or solo as a means to study and perform a variety of vocal ensemble styles. Vocalists may perform with an instrumental ensemble. Critical analysis and problem solving, collaboration and musical skills and understandings are developed through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Vocal Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Choir, Advanced Choir, Mens'/Womens' Choirs, Chamber Choir, Show Choir, etc.

Content/Process

Students will:

1. Demonstrate proficient level music reading skills.
2. Interpret and demonstrate the meanings of standard music symbols through performance.
3. Demonstrate proficient performance technique (rhythm, diction, tonal concept, etc.).
4. Demonstrate understanding of their own individual role and the roles of others within the ensemble (e.g., blend and balance).
5. Select and prepare solo literature for performance with minimal assistance.
6. Write music notation at a proficient level.
7. Compose expressive melodies using music notation and/or improvisation.
8. Perform with a proficient level of musical expression.
9. Demonstrate/present historical and cultural contexts in their own musical performances with minimal assistance.
10. Collaborate in the development and use of criteria to analyze and evaluate musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- Careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Vocal Musician

Visual and Performing Arts POS 2015-2016

Music- Vocal Pathway III Valid Course Code 500962

Course Description:

Students refine and develop personal vocal skills in the context of a large and/or small choral ensemble or solo as a means to study and perform a variety of vocal ensemble styles. Vocalists may perform with an instrumental ensemble. Critical analysis and problem solving, collaboration and musical skills and understandings are developed through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Vocal Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Choir, Advanced Choir, Mens'/Womens' Choirs, Chamber Choir, Show Choir, etc.

Content/Process

Students will:

1. Demonstrate an accomplished level of music reading skills.
2. Interpret and demonstrate the meanings of standard music symbols through performance.
3. Demonstrate accomplished performance technique (rhythm, diction, tonal concept, etc.).
4. Demonstrate understanding of their own individual role within the ensemble (e.g., blend and balance).
5. Select and prepare solo literature for performance with minimal assistance.
6. Write music notation at an accomplished level.
7. Compose expressive melodies and harmonic progressions using music notation and/or improvisation.
8. Perform with an accomplished level of musical expression.
9. Demonstrate/present historical and cultural contexts in own musical performances with minimal assistance.
10. Use personally developed criteria to analyze and evaluate musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Vocal Musician

Visual and Performing Arts POS 2015-2016

Music- Vocal Pathway IV Valid Course Code 500963

Course Description:

Students refine and personalize vocal skills in the context of a large and/or small choral ensemble or solo as a means to study and perform a variety of vocal ensemble styles. Vocalists may perform with an instrumental ensemble. Critical analysis and problem solving, collaboration and musical skills and understandings are developed through rehearsal and performance experiences, improvisation and/or creating and performing students' own compositions. Music- Vocal Pathway courses may be offered on multiple skill levels to accommodate student proficiency and may include course titles such as Concert Choir, Advanced Choir, Mens'/Womens' Choirs, Chamber Choir, Show Choir, etc.

Content/Process

Students will:

1. Demonstrate an advanced level of music reading skills.
2. Interpret and demonstrate the meanings of standard music symbols through performance.
3. Demonstrate advanced performance technique (rhythm, diction, tonal concept, etc.).
4. Demonstrate understanding of their individual role within the ensemble and be able to diagnose, offer corrective choices for others (e.g., blend and balance).
5. Select and prepare solo literature for performance.
6. Write in music notation at an accomplished/advanced level (digital or by hand).
7. Compose expressive melodies and harmonic progressions within appropriate music forms using music notation and/or improvisation.
8. Perform with an advanced level of musical expression.
9. Demonstrate/present, without assistance, historical and cultural contexts in own musical performances.
10. Use personally developed criteria to analyze and evaluate own and others' musical performances.

Connections

- 21st Century Skills, Kentucky Academic Standards for Music, National Core Arts Music Standards, Characteristics of Highly Effective Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Composer/Arranger
 - Instrumental Musician
 - Music Arts Administrator
 - Music Teacher/Instructor
 - Music Therapist
 - Vocal Musician

Visual and Performing Arts POS 2015-2016

Beyond the Pathway

Schools may wish to offer students coursework to complement the required core courses. These courses do not count as credit towards the completion of the pathway; rather they provide opportunities to help the student build and refine their craft, skills and knowledge of their chosen artistic discipline.

- 500912 Music- Music History/Appreciation
- 500920 Music- Contemporary/Jazz Instrumental Ensemble
- 500921 Music- Instrumental Ensemble
- 500922 Music- Piano/Keyboard
- 500923 Music- Guitar
- 500927 Music- Individual Technique, Vocal Music
- 500928 Music Theory
- 500929 AP Music Theory
- 500931 Music- Composition/Songwriting
- 500935 Music- Music Independent Study
- 500940 Music Workplace Experience/Internship

DRAFT

Visual and Performing Arts POS 2015-2016

Introduction to Theatre, Performance and Technical Valid Course Code 500511

Course Description:

Introduction to Theatre, Performance and Technical course is designed to develop a knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), perform existing theatre works and respond to both studio exercises and performances. Theatre covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. Intro to Theatre sets the stage for both a performance and a technical theatre emphasis and students engage on a basic level with skills and knowledge in and of: acting and improvisation, theatre design and technology, theatre history and appreciation, dramatic literature and critique, and theatre administration.

Content/Process

Students will:

1. Demonstrate a proficient level of competency using physical (non-verbal) and vocal acting skills.
2. Interpret and demonstrate the meanings of dramatic text at a proficient level through rehearsal and performance.
3. Demonstrate a proficient level of competency with technical theatre elements (scenery, lighting, sound, props, costumes and make-up).
4. Demonstrate a proficient level of understanding of how to work collaboratively in a theatre ensemble.
5. Select and prepare, with assistance, at least one acting performance either as in-class exercise or public performance (e.g., scene, monologue, or one-act play).
6. Create and run a technical element for a performance or in-class exercise (e.g., run light board, sound, serve as a wardrobe assistant, stage management assistant) with assistance.
7. Create and develop, with assistance, a basic design concept for story, play, scene, painting, piece of music or other artistic medium (e.g., design a costume for a character in a story or design lighting to interpret the mood of a piece of music).
8. Demonstrate a proficient level of understanding of theatrical time periods, genre, and an understanding of how various cultures use theatre for unique purposes (entertainment, education, religious, propaganda, artistic expression, etc.)
9. Demonstrate a proficient level of understanding of critiquing their own and other's theatrical work through oral and/or written responses (based on the Aristotelian elements).
10. Write and/or improvise a new or adaptation of an existing dramatic text.
11. Demonstrate, with assistance, a proficient level of understanding of theatre administrative responsibilities (e.g., front of house, publicity, and fundraising).

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers: Performance and Technical Theatre careers may differ.

Visual and Performing Arts POS 2015-2016

Theatre Pathway, Performance II Valid Course Code 500550

Course Description:

The Theatre Pathway, Performance II course is designed to develop knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), perform existing theatre works and respond to both studio exercises and performances at a proficient level. Theatre Performance II covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. The course builds on the foundational skills of Introduction to Theatre engaging students with a deeper level of exploration of acting and directing skills.

Content/Process

Students will:

1. Demonstrate an accomplished level of proficiency with physical (non-verbal) and vocal acting skills.
2. Demonstrate a proficient level of understanding of the importance of vocal and physical warm-up to developing focus and acting skills in both studio work and performance.
3. Interpret and demonstrate the meanings of contemporary dramatic text at an intermediate level through rehearsal and performance.
4. Demonstrate the ability to use technical elements as an actor or director (i.e. choose or create a costume for a character performance).
5. Demonstrate the ability to develop character at an intermediate level using clues from the text, research and imagination.
6. Demonstrate an accomplished level of understanding of how to work collaboratively in a theatre ensemble.
7. Select and prepare, with assistance, at least two acting performances as in-class exercises or public performances (i.e. scene, monologue, or one-act play). One performance must be a public performance.
8. Demonstrate a proficient understanding of how blocking and how theatrical staging is used to help tell the story and create meaning.
9. Demonstrate, with assistance, a deeper understanding of historical time periods and cultures by acting in a theatre piece that is representative of a specific theatrical time period or culture.
10. Demonstrate an accomplished level of understanding of critiquing their own and other's theatrical work through both oral and written responses.
11. Work on a show for public theatrical performance as an actor, stage manager, assistant director, running crew or house crew.

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Acting Instructor
 - Actor
 - Arts-Theatre Administrator
 - Arts-Theatre Therapy
 - Casting Director
 - Circus Performer
 - Comedian
 - Director
 - Magician

Visual and Performing Arts POS 2015-2016

- Radio/Television Program Director
- Stunt person
- Television and Radio Reporter

DRAFT

Visual and Performing Arts POS 2015-2016

Theatre Pathway- Performance III Valid Course Code 500551

Course Description:

The Theatre Pathway, Performance III course is designed to build foundational skills with a deeper exploration of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), perform existing theatre works and respond to both studio exercises and performances at an accomplished level. Theatre III Performance also provides students with a deeper level of exploration of acting and directing skills.

Content/Process

Students will:

1. Demonstrate an advanced level of proficiency with physical (non-verbal) and vocal acting skills.
2. Demonstrate an accomplished level of understanding of the importance of vocal and physical warm-up to developing focus and acting skills in both studio work and performance.
3. Interpret and demonstrate the meanings of contemporary dramatic text at an advanced level through rehearsal and performance.
4. Demonstrate the ability to use technical elements as an actor or director (i.e. choose or create a costume for a character performance).
5. Demonstrate the ability to develop character at an advanced level using clues from the text, research and imagination.
6. Demonstrate an advanced level of understanding of how to work collaboratively in a theatre ensemble.
7. Select and prepare, with assistance, at least three acting performances as in-class exercises or public performances (i.e. scene, monologue, song, or one-act play). One performance must be a public performance.
8. Demonstrate an accomplished understanding of how blocking and how theatrical staging is used to help tell the story and create meaning.
9. Demonstrate an accomplished level of understanding of historical time periods and cultures by acting in a theatre piece that is representative of a specific theatrical time period or culture.
10. Demonstrate an advanced level of understanding of critiquing own and other's theatrical work through both oral and written responses.
11. Work on a show for public theatrical performance as an actor, stage manager or assistant director.

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Acting Instructor
 - Actor
 - Arts-Theatre Administrator
 - Arts-Theatre Therapy
 - Casting Director
 - Circus Performer
 - Comedian
 - Director
 - Magician
 - Radio/Television Program Director
 - Stunt person

Visual and Performing Arts POS 2015-2016

- Television and Radio Reporter

Theatre Performance IV Valid Course Code 500552

Course Description:

Theatre Pathway, Performance IV course is designed to refine knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), perform existing theatre works and respond to both studio exercises and performances at an advanced level. The course covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. Theatre IV Performance Emphasis refines the foundational skills of Intro to Theatre, Theatre II and Theatre III and engages students in a deeper level of exploration of acting and directing skills.

Content/Process

Students will:

1. Demonstrate an advanced level of proficiency with physical (non-verbal) and vocal acting skills.
2. Demonstrate an advanced level of understanding of the importance of vocal and physical warm-up to developing focus and acting skills in both studio work and performance.
3. Interpret and demonstrate the meanings of contemporary dramatic text at an advanced level through rehearsal and performance.
4. Demonstrate the ability to use technical elements as an actor or director at an advanced level (e.g., choose or create a costume for a character performance).
5. Demonstrate the ability to develop character at an advanced level using clues from the text, research and imagination.
6. Demonstrate an advanced level of understanding of how to work collaboratively in a theatre ensemble.
7. Select and prepare at least four acting performances as in-class exercises or public performances (i.e. scene, monologue, song, or one-act play) at an advanced level. One performance must be a public performance.
8. Demonstrate an advanced level of understanding of how blocking and how theatrical staging is used to help tell the story and create meaning.
9. Demonstrate an advanced level of understanding of historical time periods and cultures by acting in a theatre piece that is representative of a specific theatrical time period or culture.
10. Demonstrate an advanced level of understanding of critiquing own and other's theatrical work through both oral and written responses.
11. Work in a public theatrical performance as an actor, stage manager or assistant director.

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Acting Instructor
 - Actor
 - Arts-Theatre Administrator
 - Arts-Theatre Therapy
 - Casting Director
 - Circus Performer
 - Comedian

Visual and Performing Arts POS 2015-2016

- Director
- Magician
- Radio/Television Program Director
- Stunt person
- Television and Radio Reporter

Beyond the Pathway

Schools may wish to offer students coursework to complement the required core courses. These courses do not count as credit towards the completion of the pathway; rather they provide opportunities to help the student build and refine their craft, skills and knowledge of their chosen artistic discipline.

- 500517 Theatre- History and Literature of Theatre
- 500515 Theatre-Directing
- 500518 Theatre- Independent Study
- 500516 Theatre- Playwriting
- 500530 Theatre- Workplace Experience/Internship

DRAFT

Visual and Performing Arts POS 2015-2016

Theatre Pathway, Technical II Valid Course Code 500560

Course Description:

The Theatre Pathway, Technical II course is designed to develop knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), present existing theatre works and respond to both studio exercises and performances at a proficient level. The course covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. The course builds on the foundational skills of Introduction to Theatre and engages students with a deeper level of exploration of technical theatre and design skills.

Content/Process

Students will:

1. Demonstrate an accomplished level of competency with technical theatre elements (scenery, lighting, sound, props, costumes and make-up).
2. Demonstrate an accomplished level of understanding of how to work collaboratively in a theatre ensemble.
3. Demonstrate, with guidance, conceptual and practical understanding of the importance of technical elements to telling the story and interpreting meaning of dramatic text.
4. Demonstrate an accomplished level of understanding of theatrical design throughout history.
5. Demonstrate an accomplished level of understanding of what is meant by “design concept”.
6. Create and implement, with guidance, a specific design element for a play or in-class performance of dramatic text.
7. Utilize, with guidance, computer based programs to design and implement a technical element.
8. Create, with guidance, artwork for poster/program.
9. Demonstrate an accomplished level of competency in critiquing own and other’s theatrical work through both oral and written responses with an emphasis on theatrical design and technical elements.

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Theatre Administrator
 - Casting Director
 - Costume Designer
 - Director
 - Exhibit Designer
 - Film and TV Crew
 - Lighting Technician
 - Makeup Artist
 - Model Maker
 - Set Designer
 - Sign Maker
 - Special Effects Technician

Visual and Performing Arts POS 2015-2016

Theatre Pathway, Technical III Valid Course Code 500561

Course Description:

Theatre Pathway, Technical III course is designed to develop knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), present existing theatre works and respond to both studio exercises and performances at an accomplished level. The course covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. The course refines the foundational skills of Introduction to Theatre and Theatre Pathway, Technical II course, engaging students with a deeper level of exploration of technical theatre and design skills.

Content/Process

Students will:

1. Demonstrate an advanced level of competency with technical theatre elements (scenery, lighting, sound, props, costumes and make-up).
2. Demonstrate an advanced level of understanding of how to work collaboratively in a theatre ensemble.
3. Demonstrate an accomplished level of conceptual and practical understanding of the importance of technical elements in telling the story and interpreting meaning of dramatic text.
4. Demonstrate an advanced level of understanding of theatrical design throughout history.
5. Demonstrate an advanced level of understanding of what is meant by "design concept."
6. Create and implement a specific design for a play or in-class performance of dramatic text at an accomplished level.
7. Utilize computer based programs to design and implement a technical element at an accomplished level.
8. Create artwork for poster/program for a theatrical performance or other event at an accomplished level.
9. Demonstrate an advanced level of competency in critiquing own and other's theatrical work through both oral and written responses with an emphasis on theatrical design and technical elements.
10. Run, with guidance, technical elements for a performance or event.

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Theatre Administrator
 - Casting Director
 - Costume Designer
 - Director
 - Exhibit Designer
 - Film and TV Crew
 - Lighting Technician
 - Makeup Artist
 - Model Maker
 - Set Designer
 - Sign Maker
 - Special Effects Technician

Visual and Performing Arts POS 2015-2016

Theatre Pathway, Technical IV Valid Course Code 500562

Course Description:

Theatre courses are designed to develop knowledge of theatrical concepts and techniques that will enable students to create new theatre pieces (work-in-progress/complete), present existing theatre works and respond to both studio exercises and performances. Theatre covers multiple styles of dramatic literature and uses a variety of connections to historical and cultural contexts. Theatre IV Technical Theatre Emphasis builds on the foundational skills of Intro to Theatre, Theatre II Technical Theatre Emphasis and Theatre III Technical Theatre Emphasis engaging students with a deeper level of exploration of technical theatre and design skills.

Content/Process

Students will:

1. Demonstrate an advanced level of competency with technical theatre elements (scenery, lighting, sound, props, costumes and make-up).
2. Demonstrate an advanced level of understanding of how to work collaboratively in a theatre ensemble.
3. Demonstrate an advanced level of conceptual and practical understanding of the importance of technical elements in telling the story and interpreting meaning of dramatic text.
4. Demonstrate an advanced level of understanding of theatrical design throughout history.
5. Demonstrate an advanced level of understanding of what is meant by "design concept."
6. Create and implement a specific design for a play or in-class performance of dramatic text at an advanced level.
7. Utilize computer based programs to design and implement a technical element at an advanced level.
8. Create artwork for poster/program for a theatrical performance or other event at an accomplished level.
9. Demonstrate an advanced level of competency in critiquing own and other's theatrical work through both verbal and written responses with an emphasis on theatrical design and technical elements.
10. Run, with guidance, technical elements for a performance or event.

Connections

- 21st Century Skills, Kentucky Academic Standards for Drama/Theatre, National Core Arts Theatre Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Arts-Theatre Administrator
 - Casting Director
 - Costume Designer
 - Director
 - Exhibit Designer
 - Film and TV Crew
 - Lighting Technician
 - Makeup Artist
 - Model Maker
 - Set Designer
 - Sign Maker
 - Special Effects Technician

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Beyond the Pathway

Schools may wish to offer students coursework to complement the required core courses. These courses do not count as credit towards the completion of the pathway; rather they provide opportunities to help the student build and refine their craft, skills and knowledge of their chosen artistic discipline.

- 500517 History and Literature of Theatre
- 500518 Theatre- Independent Study
- 500530 Theatre- Workplace Experience/Internship

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Visual Art- Pathway I Valid Course Code 500750

Course Description:

Visual Art Pathway I provides students with knowledge and opportunities to experience a variety of art forms and to create individual works of art at a proficient level. Students will learn about the elements and principles, language, materials and processes used to produce various kinds of visual arts. Students will begin to develop own creative styles. Students will learn about the production of art, study of the structures, purposes of art, careers in art and art history. Emphasis is placed on creating, presenting, responding and connecting.

Content/Process

Students will:

1. Demonstrate a proficient skill set in a variety of two-dimensional and three-dimensional art processes (drawing, painting, printmaking, sculpture, etc.) using diverse media.
2. Demonstrate a proficient skill level in the use of the art elements and principles of design in artwork.
3. Critique, at a proficient level, own art work and the work of others in a constructive approach using visual arts terminology.
4. Begin to experiment with the development of a personal style.
5. Identify and incorporate a variety of historical and cultural contexts in own artistic thinking and production.
6. Select and prepare artwork for exhibition with assistance.
7. Begin to develop a portfolio reflecting their own artistic growth.
8. Examine careers associated with the visual arts.

Connections

- 21st Century Skills, Kentucky Academic Standards for Visual Art, National Core Art Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Art Therapist
 - Art Dealer
 - Art Director
 - Artist
 - Arts Administrator
 - Cartoonist/Comic Illustrator
 - Computer Animator
 - Craftsperson
 - Curator
 - Exhibit Designer
 - Graphic Designer
 - Model Maker
 - Painter
 - Photographer
 - Processor
 - Photojournalist
 - Potter
 - Sign Maker

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- Tattoo Artist
- Visual Merchandiser
- Website Designer

Visual Art- Pathway II Valid Course Code 500751

Course Description:

Visual Art Pathway II provides students the ability to begin to determine and produce artworks in a specialization of choice in art. Students will use elements and principles, language, materials and processes to produce various kinds of visual arts at an accomplished level. Students will continue to develop their own creative styles. Students will continue to learn about the production of art, study of the structures, purposes of art, careers in art and art history. Emphasis is placed on creating, presenting, responding and connecting.

Content/Process

Students will:

1. Demonstrate an accomplished skill level in one or more art processes (drawing, painting, printmaking, sculpture, etc.) using diverse media.
2. Demonstrate an accomplished skill level in the use of the art elements and principles of design in artwork.
3. Critique, at an accomplished level, their own art work and the work of others in a constructive approach using visual art terminology.
4. Continue to experiment with the development of a personal style.
5. Identify and incorporate a variety of historical and cultural contexts in own artistic thinking and production.
6. Select and prepare artwork for exhibition with assistance.
7. Prepare an art portfolio for presentation with assistance.
8. Research visual art related careers of their own choice in planning for college/career.

Connections

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- 21st Century Skills, Kentucky Academic Standards for Visual Art, National Core Art Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- Careers:
 - Art Therapist
 - Art Dealer
 - Art Director
 - Artist
 - Arts Administrator
 - Cartoonist/Comic Illustrator
 - Computer Animator
 - Craftsperson
 - Curator
 - Exhibit Designer
 - Graphic Designer
 - Model Maker
 - Painter
 - Photographer
 - Processor
 - Photojournalist
 - Potter
 - Sign Maker
 - Tattoo Artist
 - Visual Merchandiser
 - Website Designer

Visual Art- Pathway III Valid Course Code 500752

Course Description:

Visual Art Pathway III provides students with the abilities to expand and produce artworks that reflect the specialization of choice in art. Students will use the elements and principles, language, materials and processes to produce artworks at an advanced level. Students will begin to refine their own creative style. Students will continue to learn about the production of art, study of the structures, purposes of art, careers in art and art history. Emphasis is placed on creating, presenting, responding and connecting.

Content/Process

Students will:

1. Demonstrate an advanced skill level in one or more art processes (drawing, painting, printmaking, sculpture, etc.) using diverse media.
2. Demonstrate an advanced skill level in the use of the art elements and principles of design in artwork.
3. Critique, at an advanced level, their own artwork and the work of others in a constructive approach using visual arts terminology.
4. Demonstrate the emergence of a personal style in their own artwork.
5. Identify and incorporate a variety of historical and cultural contexts in their own artistic thinking and production.
6. Select and prepare artwork for exhibition with minimal assistance.
7. Refine an art portfolio for presentation with minimal assistance.
8. Demonstrate research skills necessary to pursue a specific career in visual arts.

Connections

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- 21st Century Skills, Kentucky Academic Standards for Visual Art, National Core Art Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning
[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Art Therapist
 - Art Dealer
 - Art Director
 - Artist
 - Arts Administrator
 - Cartoonist/Comic Illustrator
 - Computer Animator
 - Craftsperson
 - Curator
 - Exhibit Designer
 - Graphic Designer
 - Model Maker
 - Painter
 - Photographic
 - Processor
 - Photojournalist
 - Potter
 - Sign Maker
 - Tattoo Artist
 - Visual Merchandiser
 - Website Designer

Visual Art- Pathway IV Valid Course Code 500753 or

AP Studio Art Portfolio

Drawing 500716, Two-Dimensional Design 500722, Three-Dimensional Design 500723

Course Description:

Visual Art Pathway IV offers the opportunity to create a professional body of work at an advanced level that reflects personal style and talent. Students will work independently on their own aesthetic endeavors and create their own sense of style. Students will continue exploring elements, principles, composition and art history to create and inform their own artwork. Students will create a professional portfolio showcasing their own work.

Schools utilizing the AP Portfolios will follow the syllabus approved and requirements by the College Board.

Content/Process

Students will:

1. Demonstrate an advanced skill level in one or more art processes (drawing, painting, printmaking, sculpture, etc.) using diverse media.

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2. Demonstrate an advanced skill level in the use of the art elements and principles of design in artwork.
3. Critique, at an advanced level, in a constructive approach own artwork and the work of others while using visual arts terminology.
4. Create a series of artworks reflecting own personal style and investigating a specific theme, idea or concept.
5. Identify and incorporate a variety of historical and cultural contexts in own artistic thinking and production.
6. Select and prepare artwork for exhibition with little or no assistance.
7. Prepare a portfolio, including resume and artist statement, for college/career entry.
8. Demonstrate skills necessary to pursue a specific career in visual arts.

Connections

- 21st Century Skills, Kentucky Academic Standards for Visual Art, National Core Art Standards, Characteristics of Highly Effective Arts and Humanities Teaching and Learning [http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)
- ILP related careers:
 - Art Therapist
 - Art Dealer
 - Art Director
 - Artist
 - Arts Administrator
 - Cartoonist/Comic Illustrator
 - Computer Animator
 - Craftsperson
 - Curator
 - Exhibit Designer
 - Graphic Designer
 - Model Maker
 - Painter
 - Photographic Processor
 - Photojournalist
 - Potter
 - Sign Maker
 - Tattoo Artist
 - Visual Merchandiser
 - Website Designer

Beyond the Pathway

Schools may wish to offer students coursework to complement the required core courses. These courses do not count as credit towards the completion of the pathway; rather they provide opportunities to help the student build and refine their craft, skills and knowledge of their chosen artistic discipline.

- 500210 Crafts- Jewelry
- 500212 Crafts- Ceramics/Pottery
- 500214 Crafts- Fibers and Textile Design
- 500611 Photography
- 500612 Cinematography/Video Production
- 500615 Computer Assisted/Generated Art

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- 500713 Visual Art- Sculpture
- 500718 Visual Art-Independent Study
- 500720 Visual Art- Graphic Design
- 500721 Visual Art- AP Art History
- 500724 Visual Art- Advertising Design/Commercial Art
- 500725 Visual Art- Printmaking
- 500730 Visual Art Workplace Experience/Internship

Capstone Assessments

In order for a student to complete a Visual and Performing Arts College and Career Pathway, he or she must submit a portfolio showing quality work. Visual and Performing Arts pathways are not governed by Federal Perkins Regulations. Student performance, products and achievement replace the Kentucky Occupational Skills Standards Assessment (KOSSA) in these pathways and the support measures of Career Readiness for CCR. If a Visual and Performing Arts student does not submit the portfolio to meet the measure of career readiness for CCR, then the student, nor the school will include that student as a career ready student.

Students in the fine arts often take classes in more than one discipline. CCR Accountability is credited with one pathway per student. Therefore, while it may be beneficial to a student to be preparatory in more than one Arts pathway, there is no advantage to the school/district with multiple pathway completions.

A student must submit each component of the capstone portfolio in order to be adjudicated. Each discipline portfolio has several required components:

- A letter of assurance from the teacher or other school official recommending that the student's work be adjudicated and that the work in the student's portfolio is that student's original work or performance.

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- A résumé
- An artist's statement or reflective essay as determined by the arts discipline
- An electronic portfolio of the student's artwork or links to the student's performances
- A written assessment for the instrumental and vocal music pathways

Instructions for completing and submitting Capstone Portfolios are provided in a separate document.

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